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ABSTRACT

This report presents a summary of the activities and accomplishments in the first year of a Teacher Corps project carried out by the University of Arkansas at Pine Bluff, the University of Arkansas at Fayetteville, and the Pine Bluff school district. Accomplishments in the project are discussed in the areas of: (1) policy board formation and role; (2) community council responsibilities; (3) institutions of higher education; (4) local education agency; (5) management plan; (6) staff development activities; (7) community involvement; (8) dissemination; (9) documentation; and (10) evaluation. Conclusions and recommendations for the prospective year are stated. Appendixes supply supportive documents such as articles and fact sheets about the project and the Teacher Corps, sample letters to community members and school personnel, and an essay on effective and ineffective school-based implementation tactics. (FG)

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ED219376

END OF YEAR PERFORMANCE

TEACHER CORPS PROJECT '79
FIRST YEAR 1979-80
GRANT NO. G007900641
PROJECT NO. 489DH90209

Presented by

University of Arkansas at Pine Bluff
University of Arkansas at Fayetteville
Pine Bluff School District
Pine Bluff, Arkansas 71601

Dr. Clara Jennings, Project Director

Presented to

UNITED STATES OFFICE OF EDUCATION
TEACHER CORPS
WASHINGTON, D. C. 20202

Prepared by

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June, 1980

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TEACHER CORPS '79

I. INTRODUCTION

The Teacher Corps '79 Project was awarded to the University of Arkansas at Pine Bluff, the University of Arkansas at Fayetteville, and the Pine Bluff School District. The first year project activities have focused on planning program structure and strategies which will allow the IHE's and the LEA to aim at achieving the four main goals or outcomes of the Teacher Corps Project. They are as follows:

1. An improved school climate which fosters the learning of children of low income families.
2. An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low income families.
3. The continuation of educational improvements including products, processes, and practices made as a result of the project after federal funding.
4. The adoption or adaptation of those education improvements by other educational agencies and institutions.

The staff has been provided orientation and training necessary to implement the collaborative planning of the project.

The purpose of this evaluation report is to present a summary of the accomplishments through May 31, 1980. The second year activities are now being implemented as approved by the National Teacher Corps Office.

II. ACCOMPLISHMENTS

A. Overview

The first year planning activities have been carried out under the auspices of the project policy committee consisting of representatives

of the IHE's, the LEA and community. The project staff, directed by Dr. Clara Jennings, Project Director, are as follows:

Dr. Clara Jennings, Project Director, UAPB
Dr. Jesse Rancifer, Project Documentor, UABP
Dr. William Klingele, Curriculum Specialist, UAF
Dr. Robert Cornish, Program Development Specialist, UAF
Mrs. Susan Marx, Community Coordinator
Mrs. Estelle Clark, Team Leader
Mr. E. Scoggins, Inservice Coordinator
Dr. Fay W. Smith, External Evaluator, Educators Consulting Services, Inc.

The schools in the Pine Bluff School District which are serving as project sites include: First Ward (K-6); Indiana Street (K-6); Belair (7-9); Southwest (7-9); and Pine Bluff High School (10-12). The combined enrollment of all project schools is approximately 3,600 with approximately fifty percent of these being from low income families.

A Community Council consisting of eight minority and non-minority persons elected from the community has been actively involved in the project planning activities during the year. The council has served in an advisory capacity to the staff in the total project development and provided leadership in planning the Community Involvement Component and increasing community awareness of the Teacher Corps goals and activities. The council has concentrated primarily on: (1) resource identification, (2) resource acquisition, (3) resource allocation, and (4) resource development.

The council has been provided training and ongoing guidance by the staff and selected outside consultants. They developed and adopted a constitution and by-laws to guide them in their operation. They have met on a regular, scheduled basis and documented their activities by maintaining records.

A project Advisory Council was organized and has served as a total

project steering committee. This council has coordinated the collaborative planning and communication between and among the committees and task forces. They have made recommendations to the Policy Board for effective project operations.

An effective communication network has been established and operated to facilitate efficient and effective planning of all project activities. This has been coordinated with the activities of the Project Documentor to ensure an accurate and comprehensive record for use in formative evaluation.

The Project Documentor has established and maintained an effective system for documenting the processes and actions of all groups involved in the planning. He has communicated with the national evaluator and the local external evaluator. The information collected has been used by the staff, Policy Board and Community Council to make ongoing decisions and to enhance collaborative planning during this first year.

An external evaluator was selected by the Policy Board and a contract for these services was consummated. The evaluator and documentor have worked with the staff to plan and implement process evaluation during the planning activities. The evaluator also assisted in the development of the second year continuation proposal with emphasis in designing the evaluation procedures to be implemented as the project enters the second year.

A comprehensive assessment of IHE, LEA, and community needs was planned and completed during the first part of the project year. This data was compiled, analyzed and distributed to staff and committees for use in formulating plans and strategies for the total project model.

The project staff provided a series of staff development activities during the year to enhance the planning activities.

The Project Director and staff have participated in Teacher Corps sponsored conferences throughout the year and report that these have been of great assistance in accomplishing the first year project goals.

As a result of the first year planning efforts, a proposal for the implementation phase of the project has been completed, submitted and approved by the USOE Teacher Corps program staff. The four interns have been selected and the second project year activities are underway.

B. Specific Accomplishments

1. Policy Board

In compliance with the Teacher Corps regulations and as proposed in the initial application a project Policy Board was organized and performed its responsibility for formulating and implementing the planning and developmental activities for the total project. The Board consists of five persons representative of the two IHEs, the LEA, the Community Council, and the SEA. The Policy Board has and continues to meet monthly to perform their responsibilities in guiding the planning and developmental activities. The Board adopted a set of By-Laws to guide them in their activities. The Policy Board has functioned well to date without any major problems or difficulties. Documentation of their meetings and resulting decisions is maintained as part of the project records. The Policy Board consist of the following:

Name	Race/Ethnic Group
Dr. Walter L. Littlejohn, Dean Division of Teacher Education University of Arkansas at Pine Bluff Pine Bluff, Arkansas	Minority
Dr. Fred Vescolani, Dean College of Education University of Arkansas at Fayetteville Fayetteville, Arkansas	Non-Minority

Name	Race/Ethnic Group
Dr. Roy Scoggins, Superintendent Pine Bluff School District Pine Bluff, Arkansas	Non-Minority
Mr. Kenneth Johnson, Chairperson Community Council	Minority
Dr. Morris Holmes, Director Staff Development State Department of Education State Education Building Little Rock, Arkansas	Minority

2. Community Council

The Community Council consists of nine members elected by the community of Pine Bluff. The council, elected June, 1979, is composed of parents, classroom teachers, and members of several community organizations.

The Community Council has developed a set of By-Laws which stipulates that two of its existing members' terms will expire each year at the end of the Spring Semester. The length of time, two years, was determined by a popular vote by the existing council.

The members already are aware of the length of time he/she will serve on the council. The replacement process will be achieved through an election each spring for the length of the project. Special efforts will be made to get elected more and more low income parents who do not have a history of involvement in school activities.

The Community Council has developed and adopted By-Laws to govern their activities. The Community Council has taken an active role in the planning and developmental activities with special emphasis on those activities relative to the programs which will involve the community and parents.

Additional activities of the Council during this first year included suggesting ways to coordinate the teacher-interns' activities

between the school and the community. The Council not only assisted the site schools in updating the community needs assessment, but also assisted in assessing perceptions of weaknesses and strengths in student programs that will accommodate the diverse needs of students attending the Pine Bluff District Schools.

The role of the Community Council for the duration of the project has been firmly established.

The Community Council participated in the development of and approved the continuation proposal for 1980 Fiscal Year. In several informal sessions, the council provided input in regard to the needs of the community as perceived by the needs assessment data and other various constituencies including parent teacher associations of the five project schools. The council has established and conducted regular monthly meetings but have met more frequently in order to perform their responsibilities during this phase of the project. Their activities and decisions have been documented and are maintained as part of the project records.

A highlight for the Community Council during this first year has been their participation in a two day training seminar with Dr. Barbara Vance, Wayne State University, serving as a consultant.

The only problem encountered by the Community Council was the resignation of the Project Community Coordinator. A well-qualified replacement has been selected and employed to perform this vital function in the project activities.

3. Institution of Higher Education (IHE)

A unique feature of this Teacher Corps Project is the involvement of two IHEs: University of Arkansas at Fayetteville (UAF) and

University of Arkansas at Pine Bluff (UAPB). The joint planning of the initial project application and the continued collaborative involvement of these two staffs during the first project year is already resulting in positive communication between the institutions. The project's program development specialist (PDS) is Dr. William Kingele, Coordinator of Secondary Education at UAF and Dr. Robert Cornish, Coordinator of Elementary Education, UAF is serving as a Project Curriculum Specialist. The involvement of these two key persons in the project is proving instrumental in involving the total UAF College of Education staff. Dr. Clara Jennings, Project Director, who is also chairperson of the UAPB Department of Elementary/ Early Childhood Education, has been effective in helping Dr. Walter L. Littlejohn, Dean of Division of Teacher Education, involve staff from all segments of UAPB. Dr. Jesse Rancifer, Professor of Secondary Education at UAPB, is serving as Project Documentor. The following statements summarize the project planning and developmental activities of the IHE staffs to date:

a. The IHE staffs participated in planning and collecting information and data for completing the Project's assessment of needs study. This included suggesting items for the survey, completing and returning the instrument with their own responses, and administering the survey instrument to education majors.

b. IHE staff from both institutions were assigned and participated on the project task forces to plan the program activities for the second and third years. These task forces focused on the following areas of concern: (1) Diangostic/Prescriptive Teaching; (2) Basic Skills; (3) Education that is Multicultural, and (4) Educational Personnel Development. Each task force included representatives from the LEA, thus increasing the involvement between these institutions.

c. The IHE staff from each institution completed draft copies of portions of this proposal. The director finalized the application from this input for presentation and approval to the planning committee.

d. The IHE staffs have provide consultation to the LEA staff in planning the program activities for the second and third years.

e. The IHE staffs have jointly planned the certification program for interns which will result in attaining a master degree at the end of the third year.

f. The IHE staffs have selected and scheduled the field-based interns and the LEA project school staffs.

g. The IHE staff have assisted the project school representatives establish a decision making procedure for assessing staff needs and planning specific staff development activities for the remainder of the first year and to continue during the second and third project years.

h. The IHE staffs at both IHEs have established linkages with other resources in each institution. These include Special Education, English, Human Development, and Educational Services, etc.

i. The two IHE staffs embarked upon designing a new master's degree program as a cooperative effort between UAPB and UAF.

The intensive involvement and collaborative decision making processes are well established between the two IHEs, the LEA , and community. This sound basis will enhance the implementation of the project activities during the remainder of the project.

4. Local Education Agency (LEA)

The five project schools as described in the initial proposal have participated in the planning and developmental activities. The following statements summarize these activities during the first year.

a. The project staff assisted the staff in organizing a project management team at each project school to coordinate the planning and developmental activities during this first year. The principal at each each school was designated as site coordinator.

b. Each school staff was provided orientation to Teacher Corps purposes and philosophies; the project goals; objectives and strategies; and their roles in participating in the planning and developmental processes.

c. One of each schools' management team members was selected to represent their school on a project wide planning committee to ensure that maximum input of the staff could be integrated into the preparation of the application.

d. Each school staff under the leadership of their respective project management team assisted in the planning of the needs assessment, collected data and interpreted needs to their schools.

e. The management team at each school involved their parents in the needs assessment and planning for their school's high priority needs.

f. The LEA staff in collaboration with IHE staffs have tentatively selected the field based courses to be offered during the second and third years of the project. They have also initiated planning for seminar/workshop training to meet their particular school's high priority program needs.

g. The LEA has initiated linkages between the Teacher Corps Project and other program activities within the district. A unique aspect of this is the joint planning and implementation of a staff development program which focuses on the improvement of instructional skills. This effort was a cooperative venture by project staff, SEA, LEA, and both IHEs. The strategy which is being employed is the Program for Effective Teaching (PET) which has proven highly effective in Newport News, Virginia under the leadership of the SEA director, Dr. Don R. Roberts who was superintendent in Newport News before becoming the SEA Director. Consequently, both LEA and IHE staff have received training as PET trainers. The training of central office LEA staff, principals, and selected IHE staff was initiated during January 1980. This training will involve eight days of instruction during a twenty-three day cycle. Training days will be followed by demonstration teaching by the participants while being observed by the trainers. Conferences will be conducted following each demonstration/observation. The emphasis of the training is focused on improving teachers skills in being more effective and efficient teachers. Major topics include: (1) Selecting the objective at the correct level of difficulty and complexity, (2) teaching to an objective, (3) maintaining the focus of the learner or the learning, (4) monitoring and adjusting and (5) using without abusing the principles of learning including motivation, retention, transfer, and reinforcement.

Following the first cycle the cycles for teachers was initiated in groups of 24. The District anticipates that all teachers will be trained during the next three years. This will become an important aspect of the Teacher Corps Personnel Development Component.

As indicated by the above activities conducted during this first project year, the LEA staff has been intensively involved in the planning and developmental activities.

5. The Management Plan (See Attachment A)

The management plan began with the first year of the Project. During the initial year of the five-year project, extensive planning was carried out. All components of the project involved with planning and governance became operational. The policy board met regularly at scheduled monthly meetings. One of its initial responsibilities was the appointment of a Teacher Corps Planning Committee (TCPC) to function essentially as a steering committee for the project. The composition of TCPC is:

5 university faculty members (2 UA-F and 3 UA-PB)
2 school administrators (1 elementary and 1 secondary)
3 teachers
1 community person
1 Teacher Corps staff (Director-ex-official)

Activities of TCPC were central to the planning and implementation of the project. Among its functions were the development of the master program design, monitoring the educational program, and the coordination of all program development and operations. Moreover, this group has developed criteria and processes for the recruitment and selection of staff personnel and for Teacher Corps members. It elected its own chairman and developed its procedures for governance. An additional responsibility of TCPC is to establish and communicate legal rights

and responsibilities for all program components. The Teacher Corps director serves as an ex-officio member of TCPC. Accomplishments resulting from the Management system were as follows:

a. During the planning year, objectives developed collaboratively by LEA, IHE, and Community Council, were re-examined, re-affirmed and wherever necessary, revised by each component of the Program: Policy Board, Community Council, TCPC, and faculty of both IHE's. The following plan for the re-examination of objectives and activities was utilized.

(1) Reviewed prodetermined objective.
(2) Grouped objectives into program components.
(3) Developed rationale for program components, and purpose for each objective.
(4) Classified each objective as to process or product.
(5) Projected expected outcomes, data needed for evaluation, and documentation.
(6) Developed a plan of action to accomplish each objective, with this plan converted to fairly sequential activities.
(7) Differentiated activities as to those that must occur for accomplishment of the objective and those which may be left to an individual approach or discretion.
(8) Established time lines related to each objective.
(9) Finalized the time line.

b. An extensive public relations thrust was inaugurated in this initial year with the public schools assuming major responsiblitly for orientation and communication about Teacher Corps to all educational personnel within the project schools and to the community. Needs assements were completed, reviewed, and revised and a "new school program" plan based on assessed and diagnosed needs of teachers and pupils was designed. Community involvement in this stage of planning was and continues to be vital. Planning at school level encompasses staff development at the central administration office of the LEA and the training and development of a "core group" of Teacher Corps members within each school. Additionally, the program for teacher-intern participation within the school was devised.

c. Personnel recruitment and hiring tasks were accomplished during the developmental year. This was culminated with the selection of four interns who were selected by following procedures recommended by Teacher Corps. The Interns are as follows:

Reeda Elerby - Minority
Donna Ross - Minority
Vickie Rook - Non-Minority
Peggie Gracie - Non-Minority

Roles and responsibilities of all project staff have been clearly defined to enhance the management system.

d. The Management system encompasses the coordination of community resources and their linkage to the LEA and IHEs. This responsibility has been assigned primarily to the community coordinator. Thus, the Management System which has been developed and implemented is considered adequate to enhance the accomplishments of the Teacher Corps Project.

6. Staff Development Activities

The project provided staff development activities for IHE, LEA staff during the first year to enhance the developmental activities and to improve staff skills for the following years of the project. These included the following:

a. "Management and Evaluation", this four hour workshop for Key IHE and LEA staff was conducted by Dr. Joseph Martin, Dean, School of Education, Alcorn State University.

b. "Writing Individual Educational Plans", this five hour workshop was conducted for LEA teachers and project staff to enhance the diagnostic/prescriptive teaching strategy of the project. The Consultant was Dr. Yvonne Foreman, Professor, School of Education, Jackson State University.

c. "Diagnostic/Prescriptive Teaching", this three hour workshop was conducted by LEA and IHE staff. The Consultants were Dr. Phillip H. Mann and Dr. Rose Marie McClung, Professors, School of Education, University of Miami.

d. "Education that is multicultural", this two hour workshop was conducted for IHE and LEA staff. The consultant was Dr. Yvonne Blanchard, Executive Director, Multicultural Education Standard, National Council for the Accreditation of Teacher Education, Washington, D.C.

e. "Education that is Multicultural", this two hour workshop was conducted by Dr. Judy Katz, Professor, School of Education, University of Oklahoma.

f. "Evaluating Books for Multicultural Education Elements", Dr. Gloria Grant, Professor, School of Education, University of Wisconsin conducted this two hour workshop.

g. "Writing for Professional Journals", Dr. William Von Til, Professor Emeritus, School of Education, Indiana State University conducted this two day workshop for IHE and LEA staff.

h. "Program for Effective Teaching", this training consisted of eight days of formal training for groups of 24 participants. Interspersed between the eight days of training each participant was observed by the instructor performing a demonstration lesson. Following each demonstration/observation the instructor conferenced the participants and helped analyze their use of the instructional skills being applied. All LEA Central Office Staff, Principals, completed a training cycle and 24 additional teachers were trained.

In order to determine the effectiveness of the above training sessions, a staff made feedback questionnaire was administered to the participants. The participants responses indicated that the workshop sessions were very effective with only three participants giving less than a rating of three on a four point scale where a rating of four indicated "highly effective".

Courses designed specifically for Teacher Corps participants include the following:

Summer, 1980	RDNG 5443 Teaching Reading (emphasis on diagnostic-prescriptive teaching, basic skills) 3 Semester hours
	ELED/SEED 5603 Teacher Corps Workshop (emphasis on specific problems identified in needs assessment) 3 Semester hours

Fall, 1980	SEED 5153 Design and Preparation of Curriculum Materials (emphasis on education that is multi-cultural) 3 Semester hours
	ELED 5433 Curriculum Reonstruction (emphasis on education that is multi-cultural) 3 Semester hours
Spring, 1981	SEED/ELED 5603 Teacher Corps Workshop (emphasis on needs identified in schools) 3 Semester hours
	PSYC 4033 Educ. Psychology (emphasis on exceptional children). 3 Semester hours
Summer, 1981	ELED 5543 Teaching Language Arts (emphasis on the integration of Teacher Corps components into elementary language arts) 3 Semester hours
Spring, 1981	PSYC 4033 Educ. Psychology (emphasis on exceptional Child) 3 Semester hours
Summer, 1981	ELED 5543 Teaching Language Arts (emphasis on the integration of teacher corps components into elementary language arts) 3 Semester hours
	SEED 5133 Dynamic of Classroom Interaction (emphasis on integration of teacher corps components into the interpersonal relationship system in the secondary classroom) 3 Semester hours
Fall, 1981	ELED 5543 Teaching Social Studies (emphasis on the integration of Teacher Corps components in the elementary social studies. 3 Semester hours
	SEED 5053 Contemporary Issues in Secondary Education with emphasis on Teacher Corps issues in secondary education. 3 Semester hours
Spring, 1982	ELED/SEED 5603 Teacher Corps Workshop (school climate) 3 Semester hours

The courses identified in this two year time frame will be offered by the IHE for the cost of instruction only. They will be open to interns, teachers, and other staff from the Pine Bluff schools.

7. Community Involvement

Community involvement was coordinated by the Community Coordinator and Community Council during the developmental year. The following statements describes this involvement.

a. A community Council training workshop was conducted by Dr. Barbara Vance, Wayne State University, for the Community Council members. This workshop was considered very beneficial in establishing roles and responsibilities of the council.

b. Representatives of the Community Council attended Teacher Corps sponsored conferences to learn more about Teacher Corps purposes and strategies which might be incorporated into the Project. Following each conference the representatives shared information with staff and other Council members.

c. The Council assisted in collecting data from parents for the project needs assessment and used the results in planning the community component of the project to be included in the second year proposal.

d. Orientation and planning sessions were conducted in each of the five project schools to help parents understand Teacher Corps objectives and to involve them in the planning process.

e. The Community Coordinator conducted home visits to parents of pupils who were having difficulties in school. These parents were provided information about Teacher Corps and encouraged to participate in the parent activities.

f. PTAs were provided special programs where the Teacher Corps project was explained and parent input was secured.

g. The Community Coordinator visited the St. Louis Missouri Teacher Corps Project to study this Community Component.

h. The Community Coordinator established a working relationship with the youth Advisory Board of Pine Bluff in order that they may be involved in the project including participation of the interns in their activities.

i. Communication with the Local Office of Economic Opportunity (OEO) was established.

j. Coordination of project community involvement component with volunteers in public schools (VIPs) has been established.

k. Coordinator met with LEA Advisory Council on Gifted and Talented to assist in planning and to secure their assistance for the project.

l. Teen-age Pregnancy Prevention/Counseling Program (ACCESS) services were reviewed and coordination between the program and the project was established.

m. The Institute for Cultural Affairs which promotes the Town Meeting Concept has been identified as a Community Resource for the Project.

n. Coordinators participated in a conflict management and resolution workshop conducted at the Pine Bluff First Presbyterian Church.

o. Volunteers were trained in blood typing as part of the LEA Berkley Health Project. VIPs takes primary responsibilities for this service in the project schools.

p. The Community Involvement Component was featured on a local radio program with the Coordinator being interviewed.

q. Plans for involving interns in community activities have been completed.

r. Teacher Corps and VIPs have worked out a plan for involvement of Retired Citizen members to be involved in the project schools as volunteers.

s. The Coordinator and Council have affiliated with SHARE which represents approximately 40 community agencies.

t. The Coordinator and Council collaborated with the project task forces to assist in planning the design of the project strategies and to offer resources.

u. Tours/field trips to State prisions in vicinity have been conducted for project school pupils

v. An article entitled, "Community Based Education", one Project plan was written and submitted for LOAN Newsletter. (See copy - Attachment B)

w. Plans for teen/youth and community forums have been planned to increase involvement of all ages in the schools.

x. Parenting workshop information and materials have been identified and collected to be used in the parenting activities of the project. (See Attachment A)

y. Reading is Fundamental Motivation Workshop for prospective volunteers in the public schools.

z. Identification of resource films and other materials to use with project school youth,i.e. "Birth Control" etc.

z-1. Coordinator attended conference and collected information relative to Legislation and lobbing to share with parents.

z-2. Coordinator participated in Governor's Conference on families to collect information to share with parents.

z-3. Coordinator and parents attended LEA School Board meetings to observe operational procedures and to represent project schools and communities.

z-4. Coordinator visited community coordinator (ESAA) in Little Rock School District to review strategies being employed which might be adapted.

z-5. Attended local conference on nutrition and diet as it effects behavior for information.

z-6. Conducted nomination and election of 1980-81 community council for project. (See Attachment B)

z-7. Community education activities and classes have been planned for project schools.

z-8. Coordinator and Council representatives attended local workshops on gifted and talented.

Thus, it is evident from the above activities that the Community Involvement Component of the project achieved its objectives during this first project year.

8. Dissemination

The project staff, Community Council and Policy Board have concentrated their dissemination efforts on informing staffs of the IHE and LEA, and the Community of the purpose and objectives of the Teacher Corps project. Broad participation in the planning activities, as already described, has impacted these groups. In addition a publication Teacher Corps tribune has been published and widely disseminated (See Attachment C). The staff also submitted an article

for publication in the LOAN Introspect for it's November edition. (See Attachment D), also a Teacher Corps Fact Sheet was used very effectively in getting basic information to staff and the Community. (See Attachment E).

9. Documentation.

A system for documentation has been instituted under the direction of the Project Documentor. The staff has established a system of recording information and data relative to each component and it is working effectively. The documentor has provided information to the Teacher Corps National Evaluator as requested. (See Attachment F)

10. Evaluation

The project activities were evaluated through both internal and external evaluation strategies. The strategies applied during this developmental phase were primarily formative to measure the effectiveness of the processes employed.

III. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the information and data collected the following conculsions may be made in regard to the developmental year of this Teacher Corps project.

1. The project staff with the assistance of the IHEs, LEA and Community, has successfully accomplished all of the project objectives as approved in the approved application.
2. The Policy Board representative of the IHEs, LEA, and community has actively performed their role in the development of the program strategy for the next four years.
3. The Community Council has effectively involved the community and related agencies in the project planning and established

a solid base for continuation of this involvement throughout the project period. A network of affiliations with other community based agencies is especially strong and should prove highly beneficial.

4. The IHEs have entered into the collaborative process at both campuses and are well prepared to further implement the staff training component of the project.
5. The LEA project schools have been adequately involved and benefits already apparent in their helping to accomplish the project objectives and institutionalizing the effective strategies have developed for implementation.
6. The director and staff with the assistance of the Community Council and Policy Board have developed and instituted an effective management system which should prove adequate to maintain effectiveness and efficiency.
7. The Staff Development Component is well on its way to becoming effective in meeting IHE and LEA needs.
8. Community involvement is a strong feature of this project during this first year. This has been accomplished with minimal problems.
9. Dissemination within the IHEs, LEA, and community has been successful in that information relative to the Teacher Corps project has been widely disseminated and positively accepted.
10. Documentation procedures have been firmly established which should prove adequate to accomplish the purposes of the project.
11. Evaluation during the first year has been almost totally formative in nature but has been adequate for determining the project's effectiveness.

B. Recommendations

1. The project should be continued in its present framework as described in the second year proposal.
2. The Staff, Policy Board, and Community Council should continue their efforts to ensure that the implementation phase is as effectively conducted as the developmental phase has been instituted.

ATTACHMENTS

ATTACHMENT A

Training sessions focused on Human Relations Skills Acquisition Education that is Multicultural; Parent 'How to ...' Activities; and Reading – Techniques & Principles.

Human Relations Education that is Multicultural

The seven 2 ½ hour sessions were based on the reality that self-understanding is essential to understanding, acceptance and tolerance of persons from different cultural backgrounds. Objectives of the sessions were to:

1. Enhance self-knowledge and understanding necessary for positive improved self-concept;
2. Increase awareness of the values inherent in cultural diversities to learner enrichment; and
3. Improve and refine human relations and personal interactive skills for productive living in and out of the classroom.

Consultants used lecture-demonstration, discussion, visual displays, filmstrips, role playing and group practice as some of the delivery methods. Community volunteers were involved as active, rather than passive learners, since active learning is usually retained to a greater degree. The culminating activity for these training sessions was a "growth party." At this session, volunteers demonstrated verbally and pictorially, how the training increased their knowledge of human relations and education that is multicultural. Participants even requested more training in both areas on the postassessment.

'How To..' activities

These activities were designed to involve parents in preparing learning materials for classrooms, general office skills, and supervisory skills for the classroom and playground.

Reading — Techniques & Principles

This specified ways in which volunteers could assist teachers and children in reading. Volunteers were asked to:

1. Discuss at least one major concept of reading and select an activity which aids in developing that concept.
2. Tell a flannel board story.
3. Engage in choral reading.
4. Select at least one appropriate story for a given home or classroom situation.
5. Select at least one children's periodical which will be suitable for a particular child.

Lecture demonstrations characterized this session. Upon completion of these activities, volunteers demonstrated some knowledge of developmental reading, functional reading, recreational reading, and approaches to teaching reading. The need for additional training was noted by all participants on the postassessment.

Factors Affecting Learning & Testing

The community also delved into factors affecting the degree to which children learn. The nature and purpose of testing in schools and the general population was also addressed. Content focus with reference to factors were: physical, intellectual, pedagogical, emotional, social and in the general population, the various kinds of tests — IQ tests, aptitude tests, and interest inventories. They were told of the types of tests: completion, multiple choice, matching, alternate response and performance. Samples of each of the tests were examined and materials were given to all participants for study. The postassessment data reflected that community volunteers needed additional training in this area.

Each of the seven principals received a list of community volunteers. A contact person was nominated for each of the feeder schools serving as spokesperson and service recruiter.

The educational background of volunteers ranged from completion of elementary school and high school, acquisition of college credits, graduation from college, to master's degree. Most volunteers with college experience are retired school personnel.

At this time, a follow-up has been conducted of training sessions in human relations education that is multicultural. School volunteers responded to an instrument surveying the extent they had used skills, attitudes, knowledge and understanding acquired through the training sessions. A large number stated that they had demonstrated a higher degree of self-confidence as they interacted with others. All pointed out that they engaged in active listening to a higher degree and a substantial number indicated that they used these skills in the school environment as well as in other day-to-day situations.

The evaluative process provides direction for further training of school volunteers next year. In addition, training will be offered to assit the Community Council, the LEA and the community at large to maintain community-based education following discontinuation of Federal funds. ■

Community-Parental Involvement Activities and Projections

BY SUSIE MARX
Community Coordinator
University of Arkansas at Pine Bluff Fayetteville
Pine Bluff School District Teacher Corps

Community-based education at the UAPB Pine Bluff project schools has just begun. Projections written into the Teacher Corps continuation proposal are based on these initial activities. The effectiveness of the program being implemented will be determined through both formative and summative evaluation.

The program is based on the belief that everyone in the five project schools communities should be engaged in educational experiences to improve participation in community life. The project emphasizes community-parental involvement to improve the educational climate of children in the specified schools.

The six components of the community-based education program are:

- Expanded use of school facilities.
- Lifelong Learning and Enrichment Program.
- Interagency coordination and collaboration.
- Citizen involvement and participation.
- Using community and K-12 programs.
- Community organization and development.

Schools will become community centered sites where people of all ages can learn, socialize, share community and other events. Programs will include a variety of activities or services in early childhood and youth education, adult education, leisure

and recreation, and senior citizens' activities.

Other service and government agencies, social clubs and civic organizations have agreed to coordinate with the community-based education component to meet Pine Bluff's needs. An organization called SHARE (Sharing Human Agency Resource Experiences) consisting of human service, government and volunteer agencies already exists. However, it does not include another group which focuses on parents who were forced to be involved with schools because of crisis (child abuse, teenage pregnancies, etc.). To close the gap and emphasize instead, a collaborative effort, Teacher Corps objectives have been explained to enlist support and cooperation of both the total organization and also the individual agencies represented. As a result, other organizations within SHARE have agreed to include Teacher Corps in its membership to promote involvement of parents in the schools. The integration of home, school and community will strengthen and reinforce learning experiences. Extensive use will be made of resource persons with special skills, talents and knowledge to enrich classroom learning.

The Community Council continues to develop strategies for recruiting non-involved community people into community-based activities.

Teacher Corps interns are identifying key people for the interagency council. They will also interview local politicians to assess their perception of community needs, develop a documentary oral history of the community, and an interagency directory of all agencies. Interns will attend all Community Council meetings related to needs assessment which will serve as a basis for staff development. Inservice activities will develop teaching competencies, teacher-community responsibilities and teacher-community activities and communication.

Planned Workshops

Several planning sessions have already involved groups of parents in each of the project schools. Parent needs were discussed and the community coordinator ferreted more needs through visiting the homes of other parents. These parents were not involved in the PTA nor the Volunteers in Public School (VIPs) programs.

Documentation of these home visits revealed that many parents felt the need for teacher awareness of the cultural differences within the school. They felt that in most cases if the teacher was of a different ethnic group from the student, their attitudes and expectations were not as positive towards the student. Many parents from low income homes in the project schools said they felt that the school did not want their involvement in classrooms. All parents, however, expressed an interest in becoming involved in the school, their child's achievements, and their own development of skills to enhance the child's achievements. These parents had many suggestions for remedying these problems for children from low income families in the Pine Bluff schools.

These suggestions were incoporated into the planned workshops for parents, interns and teachers scheduled for the next two years. A needs assessment instrument was used with a pilot group of parents in each project school and parents from selected low income areas. Further, the instrument was next analyzed by the community council for recommendations before a final draft was completed. Once this was completed, each child in the project schools received one to take home to his/her parents.

Community-based education workshops are being planned for: multicultural education; parent-child communications; parenting activities to complement basic skills development; alternative approaches to discipline; study skills, habit, environment; growth and development problems of childhood and youth; motivation; exceptional children, and others.

Community-based education will involve teachers and other educational personnel alongside parents and community members. All courses and inservice sessions will be held at the project schools. The superintendent and site coordinators have all agreed to these evening sesssions.

Management Design

Using this given process model, management of the Pine Bluff community-based education activities will be facilitated through management teams. These teams include the Policy Board and the Community Council.

Evaluation

Formative evaluation will (1) determine the extent that the program activities are being implemented and planned; (2) identify problems encountered and provide alternatives; and (3) determine to what extent the activities are contributing to the desired outcomes.

Summative evaluation will focus on the ultimate outcome. It will answer such questions as:

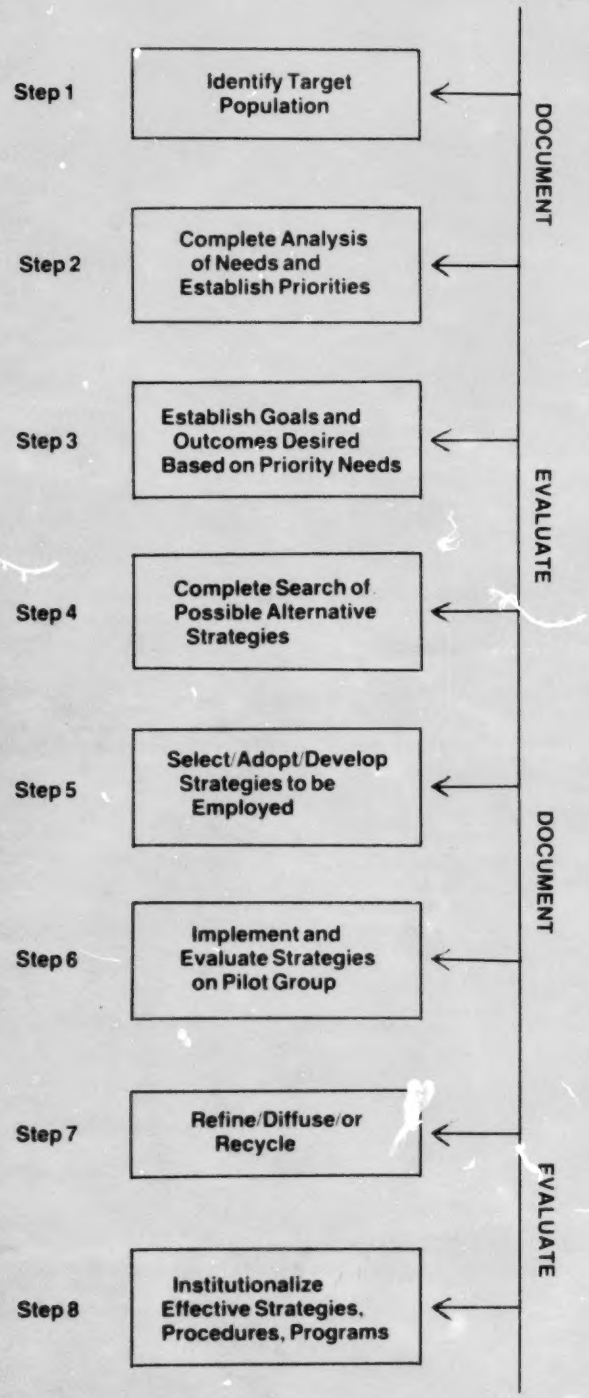
1. Were the goals of the program achieved?
2. Were individual project schools' and parents' needs met?
3. Did the program result in strategies/components which were proven effective?
4. Did dissemination occur?

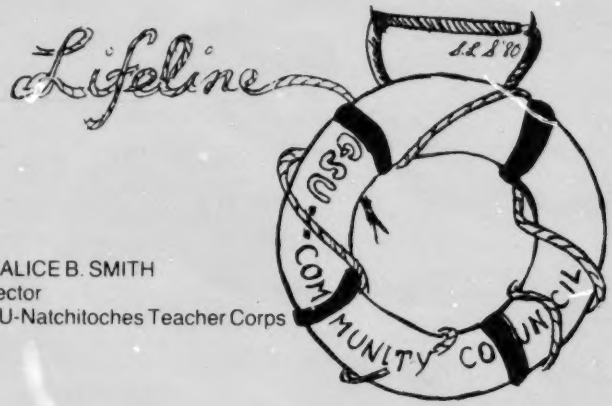
Evaluation of this community component will also determine overall project effectiveness. ■

Community coordinator Susie Marx at one of the five Pine Bluff project schools.

Figure 3

Management Design Process Model





BY ALICE B. SMITH
Director
GSU-Natchitoches Teacher Corps

The untiring efforts of the Grambling State University Natchitoches Community Council has improved and motivated school-community relations throughout the project.

Although a community survey early in the project planning year revealed that most parents had mixed feelings about the schools (Campti elementary and high school), parent and community involvement have grown to become valuable instruments of Teacher Corps' Program '78.

From a meeting held October '78, the community council devised a series of workshops as a means of involving more people in the schools. It is in the workshops that parents exchange ideas with each other, talk with teachers, principals, university professors and discuss issues with project consultants. Through selected films, participants are helped to understand basic Teacher Corps missions and the objectives of the local project.

Through these sessions participants also have a sense of project control:

> *Ownership in the project means that participants accept and identify with what the project is trying to do, and feel in some ways personally responsible for its outcomes. This sense of ownership is important because it leads — some say it is a prerequisite to — a commitment to the project's success on the part of its members.*[1]

Community workshops have been jointly sponsored by the Policy Board, the IHE, LEA teachers and parents. Each workshop centers around a request from parents and the community. To date Grambling community council workshops have included:

October '79 — Helping Parents Learn Voluntary Library Skills
Hazel Jones, Library Consultant

ATTACHMENT B

NOTICE NOTICE NOTICE

Parents, this a great opportunity for you to become involved in the affairs of your child's school!

WHAT: The Community Council of the Teacher Corps Project will be electing three (3) new members to fill positions of the outgoing members.

WHERE: You may get information about filling these positions from the Principal's Office at your child's school starting Tuesday, April 8.

SCHOOLS INVOLVED: First Ward Elementary, Indiana Street, Southeast Junior High, Belair Junior High, and Pine Bluff High School.

DEADLINE FOR FILING: April 18 (You may file at the listed schools--forms will be provided there).

Be concerned! Get Involved! Let your voice be heard!

UNIVERSITY OF ARKANSAS AT PINE BLUFF

UNIVERSITY OF ARKANSAS · College of Education

PINE BLUFF SCHOOL DISTRICT

teacher corps FACT SHEET

TEACHER CORPS IS

The Teacher Corps, established by Congress in 1965, is a nationwide effort to strengthen the educational opportunities available to children in areas having concentrations of low income families, to encourage colleges and universities to broaden their program of teacher preparation, and to encourage institutions of higher education and local educational agencies to improve the inservice educational programs for teachers, teacher aides, and other educational personnel. Teacher Corps programs are five years in length and have training components for all educational personnel in the five schools (First Ward, Indiana Street, Southeast, Belair, and Pine Bluff High) within the Pine Bluff School District.

TEACHER CORPS: RATIONALE

1. Arkansas pupils are performing at a reading level below the regional and national norm as a whole.

2. A high percentage of minority students are performing at a lower level than the national norm in reading and mathematics.

TEACHER CORPS FOCUSES ON

1. Students from low income families and those whose achievement levels are below the national norm

2. Improving the school climate

   An effective school climate includes:

   - Good Teachers
   - Good Principals
   - Good Curricula
   - Parental Involvement

3. Personnel Development*: Courses for graduate and non-graduate credit, Institutes, and Workshops.

4. Education that is Multicultural

5. Diagnostic and Prescriptive Teaching (Reading, etc.)

6. The Exceptional Child: Gifted, Talented or Special Education

7. Institutionalization

   The inservice program model developed during the five year Teacher Corps Project is to become the model for the Pine Bluff School District.

8. Dissemination

   Teacher Corps Project successes are to be shared with other schools within the Pine Bluff School District as well as other districts in the state.

9. Collaboration

   The University of Arkansas at Pine Bluff, the University of Arkansas at Fayetteville, the Pine Bluff School District and the Community are working together for education improvement of children in the district

LOCAL PROJECT: WHO RUNS IT?

POLICY BOARD:

- Deans of the Colleges of Education (University of Arkansas at Pine Bluff and University of Arkansas at Fayetteville)
- Superintendent of the Pine Bluff School District
- State Department of Education Staff Development Coordinator
- Community Council Representatives

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*Participation in Personnel Development activities is on a voluntary bases.

TEACHER CORPS COMMUNITY COUNCIL

APPLICATION FORM

FOR NAME TO BE PLACED ON ELECTION BALLOT

NAME _____

ADDRESS _____

PHONE _____

SCHOOL(S) MY CHILDREN WILL ATTEND NEXT YEAR 1980-81

_____

_____

I AM INTERESTED IN RUNNING FOR LECTION ON THE TEACHER CORPS COMMUNITY COUNCIL. I UNDERSTAND THE MEMBERS ARE ELECTED BY POPULAR VOTE AND WILL SERVE A TWO YEAR TERM.

PLEASE LEAVE THIS COMPLETED FORM IN THE PRINCIPAL'S OFFICE

April 7, 1980

Dear

I am asking you to have each of your *students take home one of these Teacher Corps Community Council election notices.

I am also asking you to make available the Teacher Corps Fact Sheets and Election Application Forms. Please keep these in your office in case any parent wishes to fill out a form. Please keep any completed forms in the envelope enclosed and return them to me at the Central Office on April 19th.

*Enclosed are notice sheets for the 6th grade students at Greenville Oak Park, and 34th Avenue Schools.

If you have any names to suggest for us to recruit to file for the election, please call me very soon.

Feel free to call if you have any questions. Thank you for your cooperation.

Sincerely,

Susie Marx

Susie Marx
Teacher Corps Community Coordinator

April 7, 1980

The Teacher Corps, established by Congress in 1965, is a nationwide effort to strengthen the education opportunities available to children in areas having concentrations of low income families, to encourage colleges and universities to broaden their program of teacher preparation, and to encourage institutions of higher education and local education agencies to improve the inservice education programs for teachers, teacher aides, and other educational personnel. Teacher Corps programs are five years in length and have training components for all educational personnel in the five schools: First Ward, Indiana Street, Southeast, Belair Junior High, and Pine Bluff High- all within the Pine Bluff School District.

This project involves the University of Arkansas at Pine Bluff, University of Arkansas at Fayetteville, and the Pine Bluff School Distrcit. One of the components involved in implementing the objectives of this project is an elected Community Council.

The next election will be held on April 29th. One of the election booth stations will be at the Pine Bluff Schools Central Office located at 1215 W. Pullen. Fact sheets regarding Teacher Corps and application forms for filing are available in the Principal's Offices at First Ward, Indiana Street, Southeast, Belair Junior High, Pine Bluff High School. Greenville, Oak Park and 34th Avenue Schools. The filing deadline is April 18th.

We are asking that you announce this information or include it in your bulletings.

Our aim is to involve more parents in the schools. Please help us! Thank you for your cooperation.

Sincerely,

Susie Marx

Susie Marx
Teacher Corps Community Coordinator
536-7900 Ext. 47

April 7, 1980

Dear PTA President,

The Teacher Corps Community Council election will be held on April 29th. This week notices are going home with the students from the five project schools: First Ward, Indiana Street, Southeast, Belair Junior High, and Pine Bluff High School. The notices are designed to attract parents from these schools to run for election to the Council. Fact sheets and application forms will be available in the Principal's Office. Deadline for filing is April 18th.

I am also sending this letter to the PTA Presidents from Greenville, Oak Park, and 34th Avenue Schools as their 6th grade students will attend Southeast next year. Notices will be going home with their 6th graders and fact sheets and application forms will be placed in their schools also.

We are trying to attract low income parents to serve on the Council. If you could supply any names of parents you feel might be interested in getting involved in this aspect of Teacher Corps, please call me and I'll get in touch with them - or you could encourage them to go to the listed schools to file.

Sincerely,

Susie Marx

Susie Marx
Teacher Corps Community Coordinator

cc: Community Council
Policy Board
Staff

April 7, 1980

Dear Community Council Member,

The Teacher Corps Community Council election will be held on April 29th. Enclosed you will find a copy of the notice, fact sheet, and application form we are using. Students in the five project schools plus the 6th graders at Greenville, Oak Park, and 34th Avenue Schools will receive these notices. Fact sheets and application forms will be available in the Principal's offices. The deadline for filing is April 18th.

You can help us during this time by encouraging parents from these schools to file for the election. It has been noted that we are rather lacking in involving low-income parents in this aspect of Teacher Corps. Please call me if you have names to suggest or encourage these people to go to their school and file.

We will also need people to man the election booths on the day of the election. If you have names to suggest for this job, please call me.

We plan to run classified ads and have newspaper articles to attract interested people.

Thank you for your cooperation.

Sincerely,

Susie Marx

Susie Marx
Teacher Corps Community Coordinator

Election committee
John Jacobs, chairman
Ken Johnson
Mary Grant

cc: Policy Board
Staff

PINE BLUFF SCHOOL BOARD
PINE BLUFF PUBLIC SCHOOLS
1215 West Pullen Street
P. O. Box 7678
PINE BLUFF, ARKANSAS 71611

April 25, 1980

Dear School Principal,

Tuesday, April 29 will be the date of the Teacher Corps Community Council election. Polling booths will be set up at the Central Office and Indiana Street School. All Pine Bluff residents are eligible to vote and only need sign in by name, address, and phone number.

I am asking you to encourage your faculty members to participate by voting in this election. Voting booths will be open from 8:00 A.M. to 7:30 P.M.

Susie Marx

Susie Marx
Teacher Corps
Community Coordinator

Pine Bluff Teacher Corps Project

UA-Fayetteville Pine Bluff School District UA-Pine Bluff

April 25, 1980

Dear_____,

Thank you for agreeing to work at the voting polls on Tuesday, April 29, 1980 at _____ from _____ to _____.

Only two people will be working each shift - one to keep track of who's voting and one to run the machine. You have agreed to _____. If you are keeping track of who is voting, you will only need to have those voting write down their name, address, and phone number. We will provide a clip board, paper, and pens for you. Those of you working the machines know how to run them.

The school maintenance people will be working in the two buildings and will be responsible for locking up when the polls close at 7:30 P.M. You will not need to take anything from the building. Teacher Corps people will come to get the machine results.

Thank you for agreeing to work during this election.

If you have any questions, please feel free to call me.

Sincerely,

Susie Marx

Susie Marx
Teacher Corps
Community Coordinator
536-7900 ext. 47

PINE BLUFF TEACHER CORPS PROJECT
UNIVERSITY OF ARKANSAS AT PINE BLUFF
UNIVERSITY OF ARKANSAS AT FAYETTEVILLE
PINE BLUFF SCHOOL DISTRICT

TO: MEMBERS OF THE MEDIA

FROM: SUSIE MARX, TEACHER CORPS COMMUNITY COORDINATOR

DATE: APRIL 24, 1980

SUBJECT: TEACHER CORPS COMMUNITY COUNCIL ELECTION SLATED FOR TUESDAY, APRIL 29, 1980

ELECTION INFORMATION: THREE POSITIONS ARE AVAILABLE ON THE COUNCIL

ELECTION BOOTHS WILL BE SET UP AT INDIANA STREET SCHOOL LOCATED AT 1519 INDIANA STREET AND AT THE PINE BLUFF SCHOOLS OFFICE LOCATED AT 1215 W. PULLEN FROM 8:00 A. M. to 7:30 P. M.

PINE BLUFF RESIDENTS ARE ELIGIBLE TO VOTE FOR THREE CANDIDATES ON THE BALLOT.

PINE BLUFF SCHOOL DISTRICT PATRONS ARE URGED TO VOTE.

PLEASE RELEASE THIS INFORMATION ON SUNDAY, APRIL 27, MONDAY, APRIL 28, and/or TUESDAY, APRIL 29.

ANY COVERAGE YOU CAN GIVE THIS EVENT WILL BE APPRECIATED.

ENCLOSED IN A TEACHER CORPS FACT SHEET FOR YOUR USE AND AS BACKGROUND INFORMATION.

FOR MORE INFORMATION OR IN CASE OF QUESTIONS, FEEL FREE TO CONTACT SUSIE MARX, 536-7900, EXT 47.

CLASSIFIED AD COPY

TO BE RUN SUNDAY, APRIL 27, MONDAY, APRIL 28, and TUESDAY, APRIL 29

CHARGE TO: PINE BLUFF PUBLIC SCHOOL DISTRICT, ATTENTION TEACHER CORPS ACCOUNT
1215 W. Pullen (P. O. Box 7678 Pine Bluff, AR 71611)

THE TEACHER CORPS COMMUNITY COUNCIL ELECTION FOR THREE AVAILABLE POSITIONS WILL BE HELD TUESDAY, APRIL 29, 1980, AT INDIANA STREET SCHOOL, 1519 Indiana, AND THE PINE BLUFF SCHOOL DISTRICT OFFICE, 1215 W. PULLEN FROM 8:00 A. M. to 7:30 P. M.. ALL PINE BLUFF RESIDENTS ARE ELIGIBLE TO VOTE AND ARE URGED TO VOTE FOR THE CANDIDATES OF THEIR CHOICE.

ATTACHMENT C

teacher corps

TRIBUNE

Vol. 1, No. 1

U of A–Pine Bluff | Pine Bluff School District | U of A–Fayetteville

Clara Jennings, Ph.D., Project Director

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Dr. J. Marie Torrence, Editor

From the Desk of – THE DIRECTOR

The Teacher Corps, established by Congress in 1965, is a nationwide effort to strengthen the educational opportunities available to children in areas having concentrations of low income families, to encourage colleges and universities to broaden their program of teacher preparation, and to encourage institutions of higher education and local educational agencies to improve the inservice educational programs for teachers, teacher aides, and other educational personnel.

The University of Arkansas at Pine Bluff, Division of Teacher Education; the University of Arkansas at Fayetteville, College of Education; and the Pine Bluff School District Teacher Corps Project '79 is in its planning year of implementation. The project is located in the city of Pine Bluff, Arkansas, through the collaborative efforts of the local school district and the two universities. Designed for a five-year period, the Teacher Corps program has training components for all educational personnel in the five schools (First Ward, Indiana Street, Southeast, Belair Junior High, and Pine Bluff High) in the Pine Bluff School District.

Our Teacher Corps Project is based on the following rationale: (1) As a whole, Arkansas pupils are performing at a reading level below the regional and national norms. (2) A high percentage of minority students are performing at a lower level than the national norm in reading and mathematics.

Though our program focuses on students from low income families and those whose achievement levels are below the national norm, it is not limited to children from low income families. Because our concern is to improve the competency of all teachers, teacher aides, parents, and administrators, the entire student population in all of the project schools benefit from the Teacher Corps project.

Other program focuses are: (1) Improving the School Climate; (2) Education that Is Multicultural; (3) Diagnostic and Prescriptive Teaching (Reading, etc.); (4) The Exceptional Child: Gifted, Talented or Special Education; and (5) Community Education.

Faculty in the College of Education, UAF; faculty in the Division of Teacher Education, UAPB; and teachers, teacher aides, and other personnel in the Pine Bluff School District will be involved in staff development sessions. Personnel development will include courses for graduate and non-graduate credit, institutes, and workshops.

The project has three essential elements – institutionalization, documentation, and dissemination – which need mention at this time. Institutionalization–The inservice program models developed during the five year Teacher Corps Project are to become the models for the Pine Bluff School District and the universities. Documentation–All project activities must be recorded for use in improving the project. Other uses of documentation data will be explained in a later publication. Dissemination –The successes of the Teacher Corps Project are to be shared with other schools within the Pine Bluff School District as well as with other districts in the state.

The University of Arkansas at Pine Bluff, the University of Arkansas at Fayetteville, the Pine Bluff School District and the community are working together for educational improvement of children in the district. These agencies will continue to work together for the duration of the project.

The Teacher Corps Project is governed by the Policy Board. The Policy Board membership consists of deans of the Colleges of Education (University of Arkansas at Pine Bluff and University of Arkansas at Fayetteville); Superintendent of the Pine Bluff School District; State Department of Education Staff Development Coordinator; and Community Council Representative.

An elected community council, consisting of parents from the project schools and other representatives from the community at large, plays a vital role in total project implementation.

Clara Jennings, Ph.D., Director
Teacher Corps Project '79
University of Arkansas at Pine Bluff

EXCEPTIONAL CHILDREN

Meeting individual differences is one of the greatest challenges all classroom teachers must face. All children are exceptional in one way or another. Usually, the student classified as a special education student is thought of as being the one with low mental ability or the one with a handicap or learning disability to the extent that he/she needs special attention besides that which the regular classroom teacher can give. Included in the Teacher Corps Project in the Pine Bluff Public Schools is a special component dealing with youngsters at the other end of the continuum–the gifted.

The group of gifted students are the most "retarded" in our schools. They are the ones who are capable of doing work at a level two or three years above the grade in which they are usually placed. Negative attitudes about school and education can be developed because the curriculum is not adjusted to their level of thinking. School can "turn off" the intellectually gifted child by offering tasks too simple and boring to challenge him/her. However, there are other talents in the gifted category besides academically talented. The Teacher Corps Project of the Universities of Arkansas at Pine Bluff and Fayetteville also hopes to deal with other talents such as, creativity, kinesthetic ability, and the psycho-socially gifted youngster.

Teachers and administrators will be given assistance in attempting to locate these exceptional children in their classrooms. After identification has been determined, adjustments can be made in teaching to better meet these children's needs and to better help these youngsters develop to the best of their ability.

Robert Cornish, Ph.D., Coordinator
Graduate Elementary Education
University of Arkansas at Fayetteville

PUBLICATION INFORMATION

This newsletter will be published semi-annually, in December and April.

Faculty in the UAPB Division of Teacher Education and the UAF College of Education and educational personnel in any of the five project schools are invited to submit articles for publication in this newsletter.

Criteria for Articles

In order to be considered for publication, articles must relate to Teacher Corps issues:

- Education that is multicultural
- Improved school climate
- Community education
- Diagnostic/prescriptive teaching
- Institutionalization of educational processes
- Reading
- Models for institutionalization

consist of no more than six double-spaced typed pages, be submitted in triplicate.

Persons submitting articles should avoid footnotes when possible by including documentation in the text. Otherwise, follow the APA Style Sheet.

All articles will be reviewed by the Editorial Advisory Council.

In order to be considered for publication, articles must be submitted no later than November 15, 1979, for the December issue and March 15, 1980, for the April issue.

Contributors should enclose a self-addressed return envelope to which stamps are clipped. Articles should be sent to the editor, Dr. J. Marie Torrence, Box 141, UAPB, Pine Bluff, Arkansas 71601.

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Pine Bluff High School

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Indiana Street School

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Southeast Junior High School

Ms. Jane Starling
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University of Arkansas at Pine Bluff
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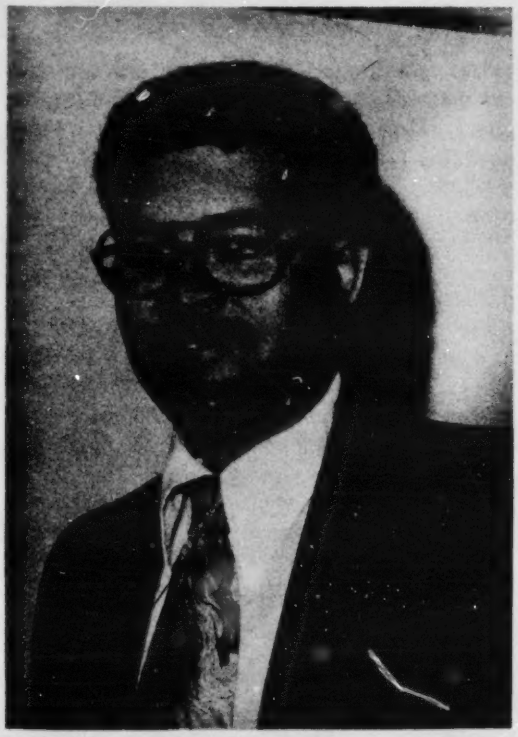
536-7900

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.



Kenneth Johnson, Chairman
Community Council and Policy Board

University of Arkansas at Pine Bluff
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711 W. 11th Street
Pine Bluff, Arkansas
524-5763
Teachers: Mr. Roland Banks
Ms. Linda Kittler

Mr. Otis Brown
Belair Junior High School
1301 Commerce Street
Pine Bluff, Arkansas
534-3430
Teachers: Ms. Sherry Spales
Ms. Sandra Boone

Mr. Charles Sowell
First Ward Elementary School
1300 E. 6th Street
Pine Bluff, Arkansas
534-5031
Teachers: Ms. Mary Dell Johnson
Ms. Ann Smith

Mr. Mark Willett
Indiana Street Elementary School
1519 Indiana Street
Pine Bluff, Arkansas
534-5064
Teachers: Ms. Georgia Sanders
Ms. Wanda Lawson

Mr. Jerry Hilton
Southeast Junior High School
20th and Ohio Streets
Pine Bluff, Arkansas
535-6070
Teachers: Mr. Johnny Handley
Ms. Pattye Clark

A MEANINGFUL ROAD – DOCUMENTATION – WHAT, WHY AND HOW?

It seems no longer than yesterday that I met the weary but explorative fellow known to many as J.R., intensively searching for Documentation City. One could not help but feel the hopes, fears, and anxiety mounting inside J.R. as he stopped a lady who told him that the UAPB-UAF-PBSD Teacher Corps Project would lead him non-stop into Documentation City.

However, as J.R. continued his journey, he was confused as to what road to choose. But choose the right road he must; otherwise, he would not know Documentation City when he got there. At this point, his mind wandered back to his study of Christopher Columbus: how Columbus started out not knowing exactly where he was going; how he was even more confused when he got there because he did not know where he was; and how when he got back, he did not know where he had been.

Even though J.R. encountered many difficulties in his attempt to find out where he was and which city was truly the right city, through constant research and attending a documentation conference, he found some interesting things on documentation and he also discovered Documentation City.

Documentation is not a new word in the Teacher Corps lexicon. The word appears in the title and body of many reports and publications as well as frequently surfacing in Teacher Corps conversations. For instance, in the report of the 1976 conference, Dr. William L. Smith, National Director of Teacher Corps, stated:

> . . . when we talk about sharing success, we must accept one basic premise: What we share ought to have some kind of validation, some kind of documentation, some kind of proof that it worked. That documentation ought to describe the process and the context in which it was attempted, so that others can see the relationship or lack of relationship–to their own project. That is extremely important.

Thus, documentation has emerged as an important process, function, activity, responsibility and task in Teacher Corps effort.

How is documentation defined for the Teacher Corps Project?

Unfortunately, far too many definitions of the term documentation exist. However, two definitions, which the writer abstracted from documentation reports, tend to answer the question:

1. Documentation is essentially a process by which we monitor, observe, define and–in many ways–value what takes place in an ongoing situation. (Dr. F. A. Iann. Documentation as a Process)
2. Documentation is the process of collecting information about the practices, processes, and products of a Teacher Corps project which, when presented in an appropriate form can be used for establishing a context from which to view the product and to provide useful information for day-to-day project management. (Dr. Edith Miller. Documentation: A Point of Departure).

Jesse L. Rancifer, Ph.D., Documentor
UAPB, UAF, PBSD Teacher Corps Project

What is the purpose of documentation?

Because the purpose of documentation goes hand-in-hand with the definition, there are many purposes. However, two purposes, which the writer again abstracted from documentation reports, seem to answer the question of purpose. Morien-Dershimer in "Documentation," In Five Dimensions of Demonstration views the purpose of documentation as follows:

1. Provide knowledge for the internal audience – assist the project personnel in identifying where they stand at any given point in time.
2. Provide knowledge for the external audience–to orient outside observers to landmarks associated with a particular attempt to innovate.

Dr. William Smith, at the 1977 National Teacher Corps Conference, stated two major purposes of documentation:

1. Proof that something did indeed take place.
2. A context or perspective through which to view the process and outcomes of that something.

How will the local Teacher Corps Project be documented?

There are several proposed models for documentation of the Teacher Corps project. The proposed models are as follows:

1. An archives approach
2. A contemporary history
3. A three-dimensional model for collecting documentation data

4. A multi-method process
5. The raising of appropriate questions
6. A field research approach
7. A journalistic approach

The first of these suggested models, the archives approach, builds on experience in management information systems. This approach is probably the most directly accessible approach for operating Teacher Corps projects. Therefore, it is the opinion of this writer that the local Teacher Corps project should be documented using the archives approach as nearly as possible.

The archives approach for documentation includes the following:

1. Keeping accurate project records in a well organized archive which consists of all memos, official minutes, logs of unanticipated events and consequences and data from diverse groups.
2. Influencing the operation of the project according to a management by objective (MBO) system for each project component, obtaining frequent reports on activities.
3. Collecting and keeping observations of all parties related to the project.
4. Providing for synthesizing information on a regular basis and in forms appropriate for various uses and target groups.

Finally, all activities must be aimed at accomplishing the four (4) main goals or outcomes of the Teacher Corps Project.

They are as follows:

a. An improved school climate which fosters the learning of children of low income families.
b. An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low income families.
c. The continuation of educational improvements including products, processes, and practices made as a result of the project, after federal funding.
d. The adoption or adaptation of those education improvements by other educational agencies and institutions.

This means that each Teacher Corps project must be designed to achieve those outcomes and that how the project accomplishes those outcomes must be documented.

Thus, the real documentation of a local Teacher Corps project must be a team effort. The team should consist of all functioning components of the Teacher Corps project (i.e., Director, Documentor, Program Development Specialist, Curriculum Specialist, Inservice Coordinator, Community Coordinator, Policy Board Chairman, Community Council Chairman and Task Force Chairpersons).

Jesse L. Rancifer, Ph.D.
Department of Secondary Education
University of Arkansas at Pine Bluff

INSTITUTIONALIZATION

One significant outcome of the five-year Teacher Corps Program is institutionalization. This involves the Pine Bluff Public Schools, the University of Arkansas at Pine Bluff, and the University of Arkansas at Fayetteville in the commitment to continue program effects after the federal funding ends. It will include the implementation of successful activities or program features into the Pine Bluff community and schools as well as the university programs.

A significant institutionalization component will be improved in-service and pre-service teacher preparation programs at the Universities. This will involve personnel and program improvements in such areas as diagnostic-prescriptive teaching, education that is multi-cultural, reading, and school climate. The general outcome should be improved teacher education programs which provide more highly competent teachers of disadvantaged students.

Another significant institutionalization component will involve a revised program of in-service education in the Pine Bluff community and schools. The general outcome will be the integration of specific elements of the Teacher Corps Program into the regular educational program. The overall result should be improved teaching and learning in areas emphasized by the program as it is disseminated throughout the state.

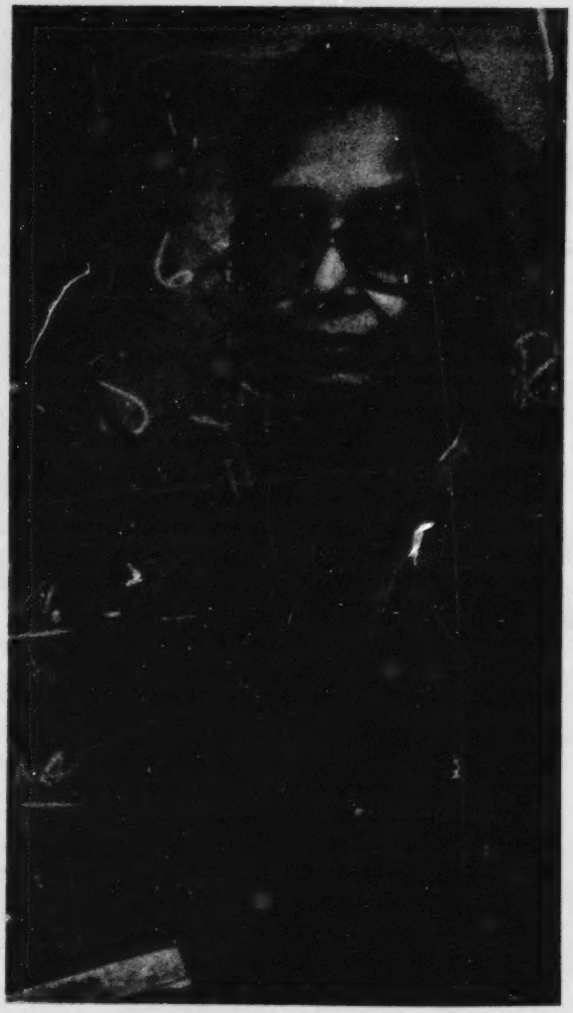
This plan of institutionalization is committed to be congruent with the needs, interests and desires of the political structure of the Pine Bluff community. The need for community, Public School, and University input, communication and cooperation is considered essential.

William Klingele, Ph.D., Coordinator
Graduate Secondary Education
University of Arkansas at Fayetteville

EDUCATION THAT IS MULTICULTURAL

Many people employed in public school education have difficulty accepting the notion of multicultural education for children themselves and for their colleagues of the educational profession. Why? Some assumptions may be lack of self confrontation with respect to one's own attitudes and values, myths and superstitions about various ethnic groups, or the tendency to stereotype. Though each of these requires challenge and testing against the reality of individual differences, ethnic minority children suffer more than others from rejection in both school and society. Multicultural education is designed for all students, all races, and all cultural groups; it values cultural diversity. It recognizes cultural diversity as a fact of life; it affirms that cultural diversity is a valuable resource that should be preserved and extended. But education that is multicultural goes beyond awareness and understanding of cultural differences. It recognizes the right of America's different cultural groups to exist and to be incorporated into the mainstream of American socio-economic and political life.

Carl Grant defines education that is multicultural as a concept predicated upon the fundamental belief that all people



Rosemarie Word, Ph.D.

must be accorded respect, regardless of their social, ethnic, cultural, and religious background. Some unique features of multicultural education are: staffing composition and patterns of the organizational structure of the entire school which reflect the pluralism of American society; a curricula that is relevant, flexible, unbiased and one that includes the contributions of all cultural groups; instructional materials that are free of bias, omissions and stereotypes, and those that portray people from different cultural groups in a variety of occupational and social roles, providing a balance for those children whose backgrounds have been historically reflected in curricula neglect or omissions.

From the beginning, American schools have embraced Anglo-conformity goals considered to be the vehicle of the Americanizing process of those who are culturally different. To achieve this, one of the schools' major goals was to rid cultural groups of their cultural traits and force them to acquire Anglo-American values, beliefs, and behaviors.

The black civil rights movement of the 1960's stimulated needed reform in educational institutions at all levels, K—University. One belief growing out of this reform is that if the curriculum is to have any significant impact on the racial, ethnic, and cultural attitudes of children that impact must begin during the early years of schooling.

According to James Banks, a noted authority on multitechnic education, some of the goals of multicultural education should be: to provide all students with the skills, attitudes and knowledge they need to function effectively in a pluralistic society and to decrease the humiliation and discrimination which members of some ethnic/cultural and racial groups experience because of their racial, physical and cultural characteristics.

Part of the thrust of multicultural education is to fill the instructional void created by curricular exclusion of numerical minorities in America. The schools should recognize and value the different learning styles and vocational goals of all their pupils. They should not insist upon a universal best model. In America there is no one best model, and certainly one would not find such within its varied multicultural groups. Therefore, the challenge to the schools is one of providing a curricula in which all pupils and teachers learn about and develop an appreciation of both cultural and racial differences. Thus, the goals of multicultural education can be achieved only if and when there are first, full recognition of cultural differences; second, a right of these differences to exist; and third, an effective educational program that makes cultural equality a meaningful reality.

Rosemarie H. Word, Ph.D.
Associate Professor of Education
University of Arkansas at Pine Bluff

POLICY BOARD

Dr. Morris Holmes, State Department of Education Staff Development Coordinator

Mr. Kenneth Johnson, Jr., Community Council Representative Chairman

Dr. Walter Littlejohn, Dean, UAPB Division of Teacher Education

Dr. Roy Scoggins, Superintendent, Pine Bluff School District

Dr. Fred Vescolani, Dean, UAF College of Education

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DIAGNOSTIC-PRESCRIPTIVE TEACHING

School-community advocacy of improved educational programming has become a new trend in education. Parents, concerned about the poor academic achievement of their children, are demanding accountability in the public schools and, to a lesser degree, in the institutions of higher education. Anticipated are higher levels of performance by teachers, with concomitant increases in academic achievements of students, in order to meet the requirements imposed by accepted academic standards. Teachers who are involved in programmatic decisions need to be more cognizant of the variability in performance of students in their classrooms.

There appears to be a tendency for teachers and parents to focus on the students' weaknesses, disregarding their strengths. Teachers sometimes forget that the students are more than a conglomerate of problems; they are human beings who have potential to develop and learn within an accommodating environment. The entire diagnostic process should focus more on what the students can do rather than on what they can not do.

In diagnosing learning difficulties, the teacher needs to look at each child's level of development, determining where the child breaks down in the learning process and what specific problem areas prevent him or her from learning a given task. Although the student may seem to have normal achievement possibilities and the potential to learn in some areas, in other areas he/she may be weak, needing special instruction or remediation that takes into account specific problems.

To do an effective job of program planning or diagnostic teaching, the teacher needs to understand the components of each student's behavior patterns and the appropriate academic achievement levels for learners of different ages. The teacher must also be prepared to utilize contributions from related disciplines such as medicine, psychology, and social work.

Diagnosis is viewed as a process of decoding learners to determine their individual learning and behavior characteristics for purposes of developing individualized prescriptive educational programs. In designing a diagnostic-prescriptive educational program, it is important for the teacher to view the learners within a dynamic environment. What are the forces that impinge upon them? What do they bring to learning situations?

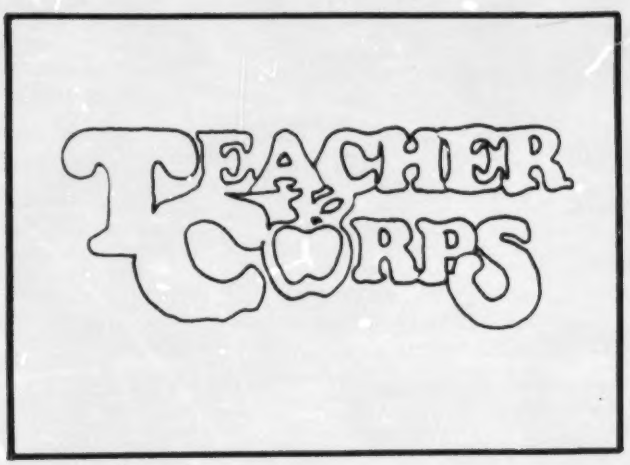
Diagnostic-prescriptive teaching as an instructional alternative for students exhibiting learning and behavior disorders has received wide recognition by special education and regular classroom teachers. This approach, which is inherently a more individualized approach to education than the traditional one, recognizes that educational programs must fulfill students' needs and protect their reights, providing for success in school while simultaneously preserving the dignity of the learners.

Diagnostic-prescriptive teaching also lends itself to shared responsibility and to implementation in many different educational settings. Traditional as well as open school settings can readily adapt diagnostic-prescriptive teaching techniques as long as the basic philosophy of the school incorporates the principle of individualized instruction. (A school that is modern in its physical facilities only—that concerns itself primarily with the "learners", omitting the atypical student from the mainstream of education—has a lesser educational program than a one-room red-brick schoolhouse where the teacher develops appropriate educational programs for all students, including the learning handicapped.)

Our Teacher Corps philosophy of diagnostic-prescriptive approach to teaching students can be called eclectic in that it pulls together the best of all available resources. It can also be described as humanistic in that it attempts to change the lifestyle of students who have been failures in school, changing their attitude toward learning from one of "failure-avoiding" to one of "success-striving". This approach emphasizes success. The teacher, after reaching a point of failure in instruction, must then drop down to the last success and leave the student with a successful achievement or an accurate model.

In conclusion, diagnostic-prescriptive teaching is a behavioral analysis approach in that analyzing individual behavior in relation to the physical setting and tasks to be learned is imperative to the development of appropriate educational strategies for students.

Clara Jennings, Ph.D., Associate Professor
Department of Elementary/Early Childhood Education
University of Arkansas at Pine Bluff



IMPROVING THE SCHOOL CLIMATE

Through the centuries of recorded history, man has wrestled with the issues of schooling, teaching, and learning. Advancements and changes in the society make it inevitable that issues and problems do arise and mandatory that they be confronted. This is a must if the educational process is to be kept relevant for each successive generation. Otherwise, schools become a repository of outworn ideas, ideals and skills and do little to affect the form and direction of social change.

Because the broadest interpretation of "improving the school climate" requires consideration of all of the forces that affect education, a more immediate and feasible approach seems to be a consideration of education's basic ingredients. These basic ingredients are factors that tremendously affect educational achievement and can be grouped or categorized in various ways for clarity of understanding or comparison. One method of such grouping is to categorize them as "factors" or "environments" that nuture learning. These include: (1) classrooms as environments; (2) teaching methods and learning environments; (3) teaching strategies and learning environments; (4) parental and school staff environments; and (5) special interest and interest group environments.

Each of these environments has a major goal or goals and the attempt will be made to get at the external and internal influences that affect human beings. Of great significance is the need to identify the specific conditions and influences that have a positive, enhancing effect on learning and imply changes for improving the operational school climate.

A probable first step in such an endeavor is to recognize that there is no "only" way, no set of factors that will automatically ensure learning or cut off learning. There are principles that have to do with physical aspects, others with intellectual activities, and yet others with interpersonal activities, all based upon degree and chance. The chances are that under classroom conditions, the pupil can learn more if he/she is fairly comfortable rather than miserable. The chances are that one can learn more through an organized teaching approach than through chaos; more through teacher encouragement and positive guidance than through sarcasm and humiliation; more through good parent-staff relations than through autogonism and hostility; and more in a climate of good interpersonal relations, learning to live harmoniously, to cooperate, and to function democratically.

Richmond C. Davis, Ph.D.
Professor of Secondary education
University of Arkansas at Pine Bluff

Teacher Corps Advisory Group for the Planning Committee

ATTACHMENT D

LOAN INTROSPECT

A Newsletter for the LOAN Teacher Corps Network

The University of Oklahoma, 555 Constitution, Norman, Oklahoma 73037 Vol. 4, No. 1, November 1979

A Collaboration Model: Two Universities For One Project

BY CLARA JENNINGS & ROSEMARIE WORD

The University of Arkansas at Pine Bluff/University of Arkansas at Fayetteville Teacher Corps project is unique in that it is the only program of its kind in the Southwest (LOAN) Network to include the collaborative efforts of two universities.

For the first time, universities, public school personnel and parents of the Pine Bluff community at large will have the opportunity to sit down and plan programs *together* to better educate their children. University faculty on both campuses will now be able to evaluate themselves and their curricula to better meet the needs of teachers working with children and youth of low income families. The opportunity also allows both universities to evaluate the integration of the pre and inservice teacher preparation in elementary and secondary education. The integration of pre and inservice teacher education itself will create a demonstration model worthy of dissemination in the state of Arkansas and especially for the university system. Since the project is still in the planning stage the exact model for the integration of preservice and inservice education has not been developed. Another demonstration strategy worthy of recognition relative to our future plan is the process of institutionalizing curricula success in the existing elementary and secondary teacher education curricula at two campuses.

The UA-PB/UA-F Teacher Corps Task Force on Improving the School Climate meet. From left to right, Richmond C. Davis , chairman, LouVenia Clark, Lillian Johnson, Sherrie Willett, Marla Raines, and Clara Jennings, project director.

Project Philosophy

An improved learning climate can best be created by (i) a careful analysis of existing problems and procedures, (ii) a synthesis of the ideas and ideals espoused in institutions of higher education, and (iii) the subsequent application of (i) and (ii) in local educational agencies.

Essentially, our universities and the Pine Bluff School District have joined forces to eradicate the apathy, distrust and lack of confidence that plague Arkansas' educational systems today. Collaborative strategies and combined human and material resources can remove this agonizing dimension, promote the revitalization of the education process, and restore the public's trust in us as positive transformers of society. Our challenge is to dream grandly, plan wisely, proceed deliberately and evaluate continuously. It is to summon, harness, and utilize the intellectual and material resources available to assure creative productivity in the development of a meaningful and practical plan for educating children from low income families.

In formulating ideas for improving the learning climate, recommendations derived from research as well as practical experience should be included. From the recorded observations of school personnel (teachers, counselors, principals, social workers) and from research data, three major themes consistently sur-

face among these recommendations. Most significant among these is the *absence of optional conditions.* Developmental psychologists generally agree that the prior satisfaction of the "basic needs" is necessary for human beings to thrive and achieve in learning environments. Included among the basic needs are such things as adequate living conditions, food, clothing, personal space, medical care, safety, love, self-esteem and appreciation, belonging and identity. When too many of these needs remain unfulfilled, the individual often experiences high levels of stress, tension, and frustration which occur from the absence of optimal conditions in the context of the teaching-learning environment.

Another very promising source from which the elements of an improved learning climate may be identified is from the propagation of ideas regarding *multicultural education.* Education that is multicultural in our project is founded on the reality that the major cultural groups of the world have developed characteristic modes of intellectual and affective expression that are clearly recognizable and clearly different from each other (research in learning styles). Institutions of higher education have yet to effectively prepare teachers to recognize and address the cultural diversity of our society. Many local education agencies have procrastinated in the incorporation of education that is multicultural into the total educational program.

An equally salient theme is that of *humanizing the teaching-learning process.* Such requires that educators strive to become their best selves thereby increasing the chances for learners entrusted to their care to do likewise. The humanistic perspective argues that interpersonal relating and genuine communication are essential to creating an improved learning climate. Research in this area is widespread and should be considered in a complete assessment of what is needed to improve the learning climate for the disadvantaged.

The project includes specific objectives designed to effect a positive change in the entire feeder school system, especially as related to the improvement of reading skills. These objectives also emphasize education that is multicultural, diagnostic /prescriptive teaching, the exceptional child, the application of principles of learning and motivation, providing for individual differences, and interpersonal relations. An improved school climate which fosters the learning of children from low income families is the focus of the objectives under each section of the project.

A. Improving the Learning Climate

- To combine educational ideology and practice into the development of teaching behavior which fosters more optimal learning conditions for children from low income families.
- To facilitate, assist, encourage and strengthen the capacity of families and the community to offer children opportunities for growth.
- To provide instruction and experience that will enable teachers to deal with children who have learning disabilities.
- To improve classroom management skill through utilization of effective procedures for identifying and addressing behavioral disorders.
- To maintain a productive learning environment through recognition of varying patterns of compensatory behavior.
- To promote innovation, creativity and variety in teaching methods through the effective use of media.
- To facilitate understanding and skill in the provision of education that is multicultural.
- To offer training in the organization and utilization of a resource room and in cooperative planning and working with resource teachers (psychologists, social workers, etc.).
- To provide field-based instruction and experience in the handling of exceptionalities in the regular classroom.
- To assist in the study and assessment of existing school curricula and in the adoption, adaptation and inclusion of new concepts, ideas, practices, and materials in keeping with emerging needs and trends.
- To enhance teacher effectiveness through increased opportunities for cooperation and interaction among teachers.

B. Educational Personnel Development

- To devise a plan for the integration of pre and inservice education.
- To implement retraining programs for the University of Arkansas at Pine Bluff and Fayetteville, and the Pine Bluff School District's personnel and training programs for volunteers and paraprofessionals.
- To implement a new delivery system for inservice training.
- To develop a program of community-based education.
- To accelerate efforts to develop a competency based teacher education (CBTE) program.

C. Institutionalization

- To implement the improved teacher education curricula of UA-PB and UA-F to enhance the responsiveness of each to the needs of teachers and disadvantaged children.
- To provide a cadre of personnel within the IHE's and LEA with expertise in a diverse range of pertinent subject areas including classroom management, diagnostic-prescriptive teaching and education that is multicultural.
- To implement a revised program of inservice education throughout the LEA.

D. Demonstration & Dissemination

- To impact upon the larger population of the Pine Bluff area and the state of Arkansas by demonstration of effective methodologies in pre and inservice education.
- To structure activities that provide for the demonstration of teaching competencies resulting from Teacher Corps programs to other universities and school districts.
- To provide for widespread use of strategies and techniques for teaching developed by the Teacher Corps project for dissemination to a variety of publics.
- To collaborate with the State Education Agency to devise a plan for the systematic dissemination of selected aspects of the program to other universities and school districts.
- To maintain a record of the goals, objectives, processes, and products of Teacher Corps activities through systematic, careful and accurate documentation and evaluation.

The Evaluation Model

UA-F and UA-PB have chosen Daniel Stufflebeam's CIPP evaluation model because of its potential for meeting the information requirements for decision-making and accountability.

The CIPP model defines evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. This definition contains three important points: first, evaluation is a systematic, continuing process; second, the evaluation process includes three basic steps, the delineating of questions to be answered and information to be obtained, the obtaining of relevant information, and the providing of information to decision-makers for improving onging programs; third, evalution serves decision-making.

Decision types are served by four types of evaluation:

Context:	planning to determine objectives
Input:	structure decisions to determine program design
Process:	implementing to control project operation, and
Product:	recycling — judge/react to.

Basically, the CIPP model answers four questions: "What objectives should be accomplished? What procedures should be followed? Are the procedures working properly? and, Are the objectives being achieved?" Details of the management plan for each of the four primary areas of concern have been charted and a large number of topics have been identi fied. The intent is that the program will stress individualization in participant training. All topics will not receive equal emphasis, nor will all participants necessarily be trained in all topics. Topics, and the frequency and duration of activities, will be determined in view of the needs of participants. It is also envisioned that many of the inservice activities will be open to personnel in Pine Bluff schools in addition to the five target schools.

Needs Assessment

Needs assessment surveys will be distributed to parents in the community. The strategy to be used to obtain the data from the parents will vary from sending the instruments home by the children to person-to-person contacts using the services of the elected community council members. This activity will be coordinated by the project community coordinator.

Surveys for teachers, teacher aides, administrators and students in Pine Bluff will be distributed by two select teachers of each faculty within each project school. The project director will coordinate all the needs assessment activities for both the universities involved.

Based on the data from a comprehensive needs assessment , an inservice training program for all constituents will be planned. Inservice programs will be varied but will include institutes, seminars, workshops, noncollege credit mini-courses and courses for graduate credit. All inservice activities will be planned with the four major expected outcomes of Teacher Corps in the forefront. The total project is designed to achieve:

1. An improved school climate;
2. An improved personnel development system;
3. The continuation of improvements in education, including products, practices and processes beyond the time frame of the project; and
4. The adoption and adaptation of those educational improvements by other educational agencies and institutions in Arkansas and the region.

Project objectives have been jointly developed by the two universities, the Pine Bluff School District, local education agencies and the Pine Bluff community.

Pine Bluff is about 40 miles southeast of Little Rock with a population of 57,389, 40 per cent being minority. The city's economy is supported by a blend of agriculture and industry. Major agricultural crops are cotton, rice, and forestry products. Major industries include the manufacturing of mechanical cotton pickers, paper and archery equipment. The Pine Bluff Arsenal, a 15,000 acre military reservation, is located 10 miles north of the city. It includes the Midwest Chemical Depot, adjacent to which is the New National Center for Toxicological Research. Other noted major sources of employment to the the city are the Port Facilities of Pine Bluff, and the Cotton Belt Railway Company.

The Pine Bluff school district's student population is 55.5 per cent minority. The project has five schools whose constituents comprise a feeder system of grades K to 12. Of these five schools, more than half of the students come from low income families. Other federally funded programs in the district include: Title I ESA; Title IV, Part B Library Services; Title IV, Part C-Innovative Program; Title VI B — 94-142 Low Incidence Fund; P.L.-874-Low Rent Housing; and PL-874-School Assistance in Family Affected Areas. Teacher Corps is the only program that allows resources and time to be spent on planning, implementation, institutionalization and dissemination of successful strategies and inservice education models for staff development at both the universities and the public school district. ■

Forces for Parlaying Institutionalization

BY ALICE B. SMITH

Grambling State University, the Campti Schools and the other 21 schools in the Natchitoches Parish Schools will not lose ground once federal funds have been withdrawn. Politically, here at the Program '78 Teacher Corps project, *we see exciting future images. There will be a much greater variety of volunteer monitoring groups at the local, state and national levels.* 'Our project expects to make full use of all available resources in the process of upgrading the educational opportunities for all people in the project area.

Plans for the years ahead include the following schema:

ATTACHMENT E

UNIVERSITY OF ARKANSAS AT PINE BLUFF

UNIVERSITY OF ARKANSAS · College of Education

PINE BLUFF SCHOOL DISTRICT

teacher corps FACT SHEET

TEACHER CORPS IS

The Teacher Corps, established by Congress in 1965, is a nationwide effort to strengthen the educational opportunities available to children in areas having concentrations of low income families, to encourage colleges and universities to broaden their program of teacher preparation, and to encourage institutions of higher education and local educational agencies to improve the inservice educational programs for teachers, teacher aides, and other educational personnel. Teacher Corps programs are five years in length and have training components for all educational personnel in the five schools (First Ward, Indiana Street, Southeast, Belair, and Pine Bluff High) within the Pine Bluff School District.

TEACHER CORPS: RATIONALE

1. Arkansas pupils are performing at a reading level below the regional and national norm as a whole.

2. A high percentage of minority students are performing at a lower level than the national norm in reading and mathematics.

TEACHER CORPS FOCUSES ON

1. Students from low income families and those whose achievement levels are below the national norm

2. Improving the school climate

   An effective school climate includes:

   - Good Teachers
   - Good Principals
   - Good Curricula
   - Parental Involvement

3. Personnel Development*: Courses for graduate and non-graduate credit, Institutes, and Workshops

4. Education that is Multicultural

5. Diagnostic and Prescriptive Teaching (Reading, etc.)

6. The Exceptional Child: Gifted, Talented or Special Education

7. Institutionalization

   The inservice program models developed during the five year Teacher Corps Project are to become the models for the Pine Bluff School District and the Universities

8. Dissemination

   Teacher Corps Project successes are to be shared with other schools within the Pine Bluff School District as well as other districts in the state

9. Collaboration

   The University of Arkansas at Pine Bluff, the University of Arkansas at Fayetteville, the Pine Bluff School District and the Community are working together for education improvement of children in the district

LOCAL PROJECT: WHO RUNS IT?

POLICY BOARD:

- Deans of the Colleges of Education (University of Arkansas at Pine Bluff and University of Arkansas at Fayetteville)

- Superintendent of the Pine Bluff School District

- State Department of Education Staff Development Coordinator

- Community Council Representative

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*Participation in Personnel Development activities is on a voluntary bases.

ATTACHMENT F

COVER SHEET FOR THE ESSAY TOPIC:
THE RELATIVE IMPORTANCE OF IMPLEMENTATION TACTICS

Due Date: November 30, 1979 (Quarter 1)

Name of Project University of Arkansas @ Pine Bluff, University of Arkansas @ Fayetteville, Pine Bluff School District Teacher Corps '79

Name of Documentor J. L. Rancifer

Date Essay Submitted November 26, 1979

Please complete the following lists using the essays you write as a data source.

The three most important implementation tactics are these:

1. Improved School Climate Outcome
2. Institutionalization Outcome
3. Developmental Year with Emphasis on Project Development, Organization, and Planning

The three least important implementation tactics are these:

1. Grantees may not apply for a new project until three years after the end of their five-year cycle
2. Five-year funding cycle
3. Coordination with State Education Agencies

Implementation tactics you think should be added to the list SEI developed: (List as many as apply).

1. Evaluation of Teacher Education Programs and faculty of IHE's.
2.
3.

SUMMARY WORKSHEET ON THE ESSAY ON

THE RELATIVE IMPORTANCE OF IMPLEMENTATION TACTICS

Some of the provisions of the Teacher Corps Rules and Regulations are probably more important than others. Considering the experiences of your project so far, how important is each of the tactics in the list below in accomplishing your projects goals? Please complete this question AFTER you have written your essay. Indicate your answer by placing the number "1" in front of the several tactics that you think are most important; place the number "2" in front of the tactics that you think have moderate importance; place the number "3" in front of the tactics that you think have little or no importance. Please rank each tactic with a single number: 1, 2, or 3.

These are the major "implementation tactics" SRI has identified from the Teacher Corps Rules and Regulations for Program '78 and '79:

1	Program focus on schools serving low-income families. (172.60)
3	A five-year funding cycle for projects. (172.30)
1	An initial developmental year with emphasis on project development, organization, and planning. (172.40)
3	Grantees may not apply for a new project until three years after the end of their five-year cycle. (172.33)
1	Specific objectives be designed to achieve the improved school climate outcome. (172.62)
1	Specific objectives be designed to achieve the outcome for an improved educational development system. (172.63)
1	Specific objectives be designed to achieve the institutionalization outcome. (172.64)
1	Specific objectives be designed to achieve the demonstration and dissemination outcome. (172.65)
1	Field-based and community-based training. (172.50)
1	Integrated preservice and inservice training. (172.63)
1	Multicultural education. (172.62)
1	Diagnostic/prescriptive teaching. (172.62)
1	Collaborative mode of operation. (172.10)
1	Joint participation of institutions of higher education, local education agencies, and community councils. (172.10)
2	Teacher intern teams. (172.83)
1	Elected community councils. (172.14)
1	Representative policy boards. (172.15)
2	Coordination with State Education Agencies. (172.17)
1	Documentation of project experience. (172.52)

The Most Important Implementation Tactics

In viewing the list of implementation tactics for Teacher Corps, several of the tactics from the list seem to have the same level of importance. For each one, I was tempted to assign the same numerical value. However, after discussing implementation tactics with our project director and reviewing documentation records, I have concluded that the three most important implementation tactics are as follows: (1) specific objectives be designed to achieve the improved school climate outcome; (2) specific objectives be designed to achieve the institutionalization outcome, and (3) an initial developmental year with emphasis on project development, organization, and planning.

Improved School Climate Outcomes

Improved school climate seems to involve some of the other implementation tactics in the list. For instance, if the school climate is to be improved, it appears that diagnostic-prescriptive teaching and multicultural education must be involved and initiated. So it was concluded that one of the most important implementation tactics for the local Teacher Corps project was an improved school climate, since many of the other tactics, perhaps, could be listed as sub-topics for this particular tactic.

This tactic seems, also, especially important because a realistic assumption may be made that most low income students are schooled in a poor school climate. Undoubtedly, the persons, who developed the guidelines for Teacher Corps, have this belief also.

Of great significance is the need to identify the specific conditions and influences that have a positive enhancing effect on learning and imply changes for improving the operational school climate. Consequently, our Teacher Corps staff spent a considerable amount of time designing items for the needs assessment survey to identify specific conditions or factors that have a positive impact on improving the school climate.

Achieved Institutionalization Outcomes

One significant outcome of the five-year Teacher Corps Program is institutionalization. Thus, it appears to be painfully obvious and important that five-year Teacher Corps Programs must have objectives designed to achieve the institutionalization outcome. This means that objectives are designed to decipher all successful program features or activities. These successful program features will be implemented into the Pine Bluff community and schools as well as the University programs. Therefore, this implies that the real institutionalization of our Teacher Corps Programs involves the Pine Bluff Public Schools, University of Arkansas @ Pine Bluff, and University of Arkansas @ Fayetteville in a commitment to continue successful program effects after federal funding ends.

Developmental Year with Emphasis on Project Development, Organization and Planning

This tactic seems especially important to a local project because the inner structure of the program contains many components, e.g.,

Teacher Corps staff, Policy Board, Community Council, Director, Documentor, Community Coordinator, Inservice Coordinator and Task Force Chairpersons. These components of the program must be organized and their responsibilities to the program spelled out as well as who they report to whereas the program can be operated smoothly and national outcomes may be achieved.

There is another reason for considering this implementation tactic important. Our local Teacher Corps Director has spent a considerable amount of time on project management approaches to determine what processes it will install for program development, group development and documentation.

Least Important Implementation Tactics

Grantees may not apply for a new project until three years after the end of their five-year cycle.

This implementation tactic seems extremely unimportant. For one reason, no one has asked our local project a question relating to this tactic. Another reason is that people are concerned about what economic, social, and educational changes Teacher Corps can influence now. In short, they have little or no concern in this implementation year for probable program activities eight years hence.

Five-Year Funding Cycle

Perhaps knowing that a Teacher Corps Program is funded for five years has a degree of significance. However, I do not view this implementation tactic in your list with the same degree of importance.

Though many of the working components (Community Council, Policy Board, Inservice Coordinator, Community Coordinator, etc.) of a local Teacher Corps Project develop slowly, it is my opinion that certain Teacher Corps program developments must be implemented regardless of the length of the funding cycle. Therefore, the five-year funding cycle was viewed as a least important implementation tactic.

Coordination with State Agencies

At this point of implementation with the local Teacher Corps Project, there seems to be little to gain by interfacing the program with state agencies. As with most Teacher Corps Policy Boards, our Board contains a representative from the State Education Department. However, this person has had very little leadership or input in the local Teacher Corps Policy Board. For one reason, the person's attendance has been very poor. Another reason in October we got word that we would have a new representative from the State Education Department, though he has not met with the Board formally, yet. Consequently, our local Teacher Corps Project is benefiting very little by coordinating with state agencies.

TEACHER CORPS PROGRAM EVALUATION

COVER SHEET FOR THE

ESSAY TOPIC: EXAMPLES OF SUCCESSFUL IMPLEMENTATION

Due Date: February 28, 1980 (Quarter 2)

Name of Project UAPB/UAF Teacher Corps Project

Name of Documentor J. L. Rancifer

Date Essay Submitted February 25, 1980

Please write a short abstract below of 100-200 words that briefly outlines the major points made in your essay.

The local Teacher Corps Project gave a successful training workshop for community Council members. The success of this training for community Council members points to at least one policy implication for new projects:

> For community Council members to function in Teacher Corps activities in the early stages of the program in terms of its duties and responsibilities, early training must be provided to crystalize community needs in relationship to the four (4) basic outcomes of Teacher Corps Project.

EXAMPLES OF SUCCESSFUL IMPLEMENTATION

Our local Teacher Corps Project had experienced some problems trying to get the Community Council organized and to become task oriented in their functions. The Community Council had also begun to appear to be a do-nothing component of the Teacher Corps Project. For instance, this appearnace, which seemed to have been developing very rapidly, created a great deal of concern for the Community Council Chairman. This concern was quite evident because the council had not developed or used any imagination to be supportative or involved in community based activities to help achieve the four (4) basic outcomes of Teacher Corps.

Consequently, all community based activities must be aimed at helping to accomplish the four (4) main goals or outcomes of the Teacher Corps Project.

They are as follows:

a. An improved school climate which fosters the learning of children of low income families.

b. An improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low income families.

c. The continuation of educational improvements including products, processes, and practices made as a result of the project, after federal funding.

d. The adoption or adaptation of those education improvements by other educational agencies and institutions.

After attending a training conference for Community Council Members, the Community Council Chairman was even more enthusiastic and concerned about the council, so the Director felt the time was ripe and suggested that a training workshop be planned for Community Council Members.

The training workshop for Community Council Members was eventually planned and held for two days. It started on the Friday evening at six o'clock and lasted for three hours the first day. On the second day, the workshop started at nine o'clock Saturday morning and ended at twelve o'clock noon. The workshop provided training for fifteen participants.

The workshop was very well attended by the Council. For example, more than ninety (90) percent of the participants were Community Council Members These members were very attentive, actively participating in discussions, taking notes on discussion items, and showed interest throughout the training sessions.

For the first training session, the consultant, Dr. Barbara Vance, Director Mid-Western Recruitment and Community Technical Resource Center, began the discussion activity by giving a historical overview of the Teacher Corps Project. Later in the discussion, the consultant dealt with program specifics and activities for Council. Listening to the comments at the end of this session, I realized that the Council simply did not know its functions, duties or responsibilities which accounted for the do-nothing image it has developed.

During the second training session, the consultant continued in an informal discussion type setting to outline the functions, responsibilities and duties of the Community Council. Several valuable information items pertaining to the role and function of Teacher Corps Community Council were discussed during this session. For instance, the following list will identify some important discussion items:

(1) Project planning and program development

(2) Project communication responsibilities

(3) Project resource development responsibilities

(4) Project evaluation and reporting responsibilities

(5) Project budgeting responsibilities

(6) Strategies for recruiting people

(7) Planning for effective participation and

(8) Collaboration for effective community program development

Since being involved in the training workshop for Council members, the council for the first time is busy working on community based activities. Presently, they are involved in the following activities:

(a) Resource Identification

(b) Resource Acquistion

(c) Resource Allocation

(d) Resource Development

Many first year (new) Teacher Corps projects have problems recruiting people who can successfully serve as change agents for the project. Therefore, the round-table description of the Teacher Corps Community Council pointed to at least four (4) strategies for recruiting people to encourage successful program implementation. These strategies for recruiting people were as follows:

(1) Involve ministers

(2) Community Center leaders or persons

(3) City Health Service Officers or personnel

(4) Fraternity organizations

In summary, I suppose many other projects have offered a similar training for their community council and our experiences are not unique. For this reason I hesitate to make recommendations to federal policy-

makers based on this experience which was considered to be a successful implementation for our program. However, I do feel that if the Community Council is going to be a viable functioning component of the local Teacher Corps Project, working with the LEA and IHE to help achieve the four (4) basic outcomes of Teacher Corps, training must be provided. Since Teacher Corps is a comprehensive program with many basic and semi-basic components that must work together for successful program results, the training for the Community Council should be provided by a trained community specialist, who knows the Teacher Corps Program.